

Student Wellbeing and Engagement Policy



Help for non-English speakers on your policies

If you need help to understand the information in this policy, please contact 5991 3600

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Cranbourne Carlisle Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Cranbourne Carlisle Primary is a government school which opened in 2010. The school is located in Cranbourne North, a culturally diverse suburb within the City of Casey and is approximately 50 km southeast of Melbourne.

The caring and multicultural school community works to enable all individuals to realise their personal and academic potential in a learning environment that values inquiry, perseverance and reflection. Academic success is highly valued, along with a strong belief that the all-round development of each individual child is vital. We act with integrity and treat one another with respect, learning together as responsible global citizens. For close to 60 percent of children, English is not their first language.

2. School values, philosophy and vision

Cranbourne Carlisle Primary School is committed to developing and nurturing the whole child; a child with a positive self-image, who seeks excellence and respects the rights of others. Our intent is to make learning relevant and meaningful to all children. Our focus is on children as capable individuals and as active constructors of their own learning.

VISION

At Cranbourne Carlisle Primary School our vision is to build the capacity of all students to achieve excellence through quality, relevant and engaging experiences that generate a passion for learning.

MISSION

Cranbourne Carlisle Primary School's mission is to provide an education that builds the skills, knowledge and understandings that allow all children to thrive.

OBJECTIVE

Cranbourne Carlisle Primary School's objective is to create a stimulating, inclusive learning environment where every child feels they belong by acknowledging, supporting and celebrating their uniqueness and diversity.

VALUES

Cranbourne Carlisle Primary School's values are Respect, Resilience, Curiosity, Collaboration

- We aim to build, develop and extend resilience and positive self-image, with a focus on respecting ourselves, others and the world.
- To inspire a passion for learning through building curiosity and collaboration in a supportive learning environment that challenges thinking and inspires excellence.

Our school is staffed with dedicated, skilled and committed teachers, forming strong and innovative teaching teams that constantly revisit ways of bringing the curriculum to life. Our classrooms remain ordered and disciplined as we place great value on building trusting relationships between children and their teachers.

Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that children become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together, while respecting the variety of cultures and attitudes that makes for the richness of life.

Cranbourne Carlisle Primary School's commitment to children and parents/carers is that:

- children will learn in an environment where literacy and numeracy learning is a focus
- children will learn in an environment where individual needs are recognised and catered for
- children will receive additional support early if they are not making expected progress
- children will be presented with appropriately levelled opportunities to ensure they make 12 months growth within twelve months of learning
- parents and carers will receive regular updates on their child's progress as part of school assessments
- parents and carers will have the opportunity to be involved in the school's programs.

Cranbourne Carlisle Primary School recognises the importance of the partnership between schools and parents/carers to support learning, engagement and wellbeing. We share a commitment to and a responsibility for ensuring inclusive, safe and orderly environments for children and young people.

Our Statement of Values (which can be read on our website [School Statement of Values - Cranbourne Carlisle Primary School \(cranbournecarlisleps.vic.edu.au\)](https://www.cranbournecarlisleps.vic.edu.au) or obtained in hard copy from reception) sets out our behavioural expectations of all members in this school community, including the Principal, all school staff, parents/carers, children and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Our Statement of Values acknowledges that parents/carers and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

3. Engagement strategies

Cranbourne Carlisle Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent/carer survey data, student management data and school level assessment data

- teachers at Cranbourne Carlisle Primary School use a Teaching and Learning model (Tuning in, Learning Intentions and Success Criteria and Explicit Teaching) to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Cranbourne Carlisle Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents/carers
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and student leadership forums. Students are also encouraged to speak with their teachers, support staff, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the classroom teacher, Student Wellbeing Coordinator, School Nurse, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Restorative Practices
 - Respectful Relationships
 - Zones of Regulation
 - Social Skills Groups
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- each Sub-school (F-2 and 3-6) group has an Assistant Principal, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment. They will also have termly Student Support Group or Care Team meetings

- all Programs for Students with Disability students have an Individual Education Plan and termly Student Support Group meetings
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>
- Individual Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

Cranbourne Carlisle Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator
- Where necessary the school will support the student's family to engage by:
 - being responsive and sensitive to changes in the student's circumstances and health and wellbeing
 - collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
 - monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability

- in Out of Home Care, and
- with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Cranbourne Carlisle Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Student Wellbeing staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Cranbourne Carlisle Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Cranbourne Carlisle Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Cranbourne Carlisle Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- restorative practices
- behaviour reviews
- referral to the Assistant Principal
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Cranbourne Carlisle Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Cranbourne Carlisle Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Cranbourne Carlisle Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Child Safe Policy
- Code of Conduct

POLICY REVIEW CYCLE

Policy last reviewed	March, 2022
Consultation	School Council. Student representative group. Wellbeing data reviewed by staff & students
Approved by	Principal
Next scheduled review date	March 2024